In my introductory coursework, I frequently use daily quizzes as a way of encouraging students to stay on top of the material being presented in class. These quizzes are quick checks of their understanding on the material presented in the previous class or assigned for the evening reading.

In the 2013 spring semester, I employed this technique in our upper level Real Analysis course. Since writing a whole proof is not really reflective of the quick nature of these assignments, the quizzes focused on proof concepts. For example, students were asked to construct examples or counterexamples for definitions from the reading. Other days, the quiz focused on the structure of standard proofs, such as epsilon-delta arguments.

The purpose of this talk is to discuss the techniques employed, student performance on these daily quizzes, student feedback on the technique and the impact in performance on the departmental assessment of proof-writing for Real Analysis. (Received September 17, 2013)